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The 1964 Workshop on the Academically Talented at Slippery Rock State College was given graduate credit. The participants of the session wrote articles on the proceedings that were compiled into a booklet to help administrators and teachers develop educational programs for the gifted.

One of the areas discussed was indentification. Some of the criteria suggested included group tests, individual intelligence tests, peer and teacher recommendation, achievement tests, reading readiness,and aptitude tests. Another area, creativity, involved four steps- awareness or sensitivity to an area of knowledge, organization of information, illumination or development, and evaluating and setting of new goals. In regard to counseling and guidance, the roles of the teacher and parent should be dealt with as well as that of the pupil. Administration of programs included segregation, partial segregation, acceleration, and enrichment.

Two programs described were The Colfax Plan and The Cleveland Major Works Classes. The Colfax Plan placed gifted children in workshops for half a day after attending heterogeneous homerooms. The Cleveland Major Works Classes segregated gifted pupils for everything except such activities as physical education,orchestra, and clubs.

Suggestions for teaching creative writing and drama, languages, mathematics, reading and English, science, and social studies were given.

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Teaching the Talented

1964

ED001314

SLIPPERY ROCK STATE COLLEGE

Interior Court — North Hall

SLIPPERY ROCK STATE COLLEGE

Dr. John Edwards, Jr.—Acting President

Dr. Henson Harris—Dean of Instruction

Dr. R. Nelson Hale—Chairman, Secondary Education

Mr. Mark A. Shiring—Director of Public Relations

WORKSHOP MOVING TO GRADUATE LEVEL.

In 1965 the Workshop for Teachers of the Academically Talented will be offered on the graduate level as a part of the Master of Education program at Slippery Rock State College. It will appear on the presession schedule and will carry three graduate credits.

The format of the Workshop will remain much the same. Distinguished consultants will continue to share their experiences with members of the Workshop. Members of the Slippery Rock faculty will discuss methods that work with the gifted in their respective subject-matter areas. The field trip to Pittsburgh will continue to be a feature.

Any student enrolled in the graduate school at Slippery Rock can elect to enter the Workshop. Other persons with baccalaureate degrees may enroll as special students.

For further information write to, Dr. Nelson Hale, Workshop Director, Slippery Rock State College

PREFACE

Slippery Rock State College hopes to serve educators and students through the distribution of this booklet concerning the education of the unusually talented children in the nation's classrooms. All materials included in this publication were written by participants in the Workshop on the Academically Talented conducted June 8 - 26, 1964, on the campus under the direction of Dr. R. Nelson Hale, Chairman of Secondary Education.

This booklet is published and distributed through the courtesy of Dr. John Edwards, Jr., Acting President of Slippery Rock State College, who sincerely hopes that students and teachers alike will benefit. Publication was handled through the Office of Publications, Mark A. Shiring, Director.

THE SIXTH ANNUAL
WORKSHOP ON THE ACADEMICALLY TALENTED
SLIPPERY ROCK STATE COLLEGE
JUNE 8 - 26, 1964 - 3 CREDITS
DR. R. NELSON HALE - WORKSHOP DIRECTOR

MON. JUNE 8 - REGISTRATION 8 - 9:30 ORIENTATION 10:30 - 12 DR. HALE

TUE. JUNE 9 - THE CLEVELAND MAJOR WORKS CLASSES
MRS. DOROTHY NORRIS - DIRECTING SUPERVISOR

WED. JUNE 10 - FIELD TRIP: COLFAX SCHOOL DR. HEDWIG PREGLER - PRINCIPAL
TAYLOR ALLDERDICE HIGH SCHOOL-DR. HAL TEAL - PRINCIPAL
BUS LEAVES LAB SCHOOL AT 8A.M. -- RETURN ABOUT 5 P.M.

THUR. JUNE 11 -NATURE AND IDENTIFICATION OF THE ACADEMICALLY TALENTED
DR. JACK DINGER, ASSOCIATE PROFESSOR, S.R.S.C.

FRI. JUNE 12 - THE COLFAX PLAN FOR THE ACADEMICALLY TALENTED
DR. HEDWIG PREGLER - PRINCIPAL

MON. JUNE 15 - ADMINISTRATIVE PROGRAMS FOR THE ACADEMICALLY TALENTED
DR. WALTER BARBE-HEAD, DEPARTMENT OF SPECIAL EDUCATION,
KENT STATE UNIVERSITY.

TUE. JUNE 16 - RESOURCE MATERIALS FOR THE ACADEMICALLY TALENTED
8 - 9:30 MR. STANLEY PLAVNY, ASSISTANT PROFESSOR, S.R.S.C.

WED. JUNE 17 - N.E.A. FILM - A TIME FOR TALENT. - DISCUSSION
8 - 9

- READING AND ENTLISH FOR THE ACADEMICALLY TALENTED
10-11:30 DR. MATILDA BAILEY, AUTHOR, AMERICAN BOOK
1 - 2:30 COMPANY

THUR. JUNE 18-STATE PLANS FOR THE ACADEMICALLY TALENTED
DR. KATHRYN DICE-PENNSYLVANIA DEPARTMENT OF PUBLIC
INSTRUCTION

FRI. JUNE 19 - DEVELOPING CREATIVITY IN THE ACADEMICALLY TALENTED
MRS. MARTHA GAULT, CHAIRMAN, ART DEPARTMENT, S.R.S.C.

MON. JUNE 22 - COUNSELING AND GUIDING THE ACADEMICALLY TALENTED
DR. CLARA COCKERILLE, WESTMINSTER COLLEGE

TUE. JUNE 23 - NATIONAL PLANS FOR THE ACADEMICALLY TALENTED
DR. J. NED BRYAN, U. S. OFFICE OF EDUCATION

WED. JUNE 24 - CREATIVE WRITING AND DRAMA FOR THE ACADEMICALLY TALENTED
8 - 9:30 MRS. HILDA KRING, SLIPPERY ROCK AREA SCHOOLS

SOCIAL STUDIES FOR THE ACADEMICALLY TALENTED
10:30 - 12 MR. CHARLES HALT, ASSOCIATE PROFESSOR, S.R.S.C.

THUR. JUNE 25 - SCIENCE FOR THE ACADEMICALLY TALENTED
MR. WILLIAM NEELY, ASSOCIATE PROFESSOR, S.R.S.C.

FRI. JUNE 26 - MATHEMATICS FOR THE ACADEMICALLY TALENTED
8 - 9:30 DR. HENSON HARRIS, DEAN OF INSTRUCTION, S.R.S.C.

SUMMARY DR. R. NELSON HALE, WORKSHOP DIRECTOR, S.R.S.C.
10:30 - 12

TABLE OF CONTENTS
Some thoughts on the Academically Talented

		Page
I.	Nature and Identification	6
II.	Developing Creativity	11
III.	Counseling and Guiding	15
IV.	Administrative Suggestions	19
V.	Two Successful Plans of Action	
	The Colfax Plan	23
	The Cleveland Major Work Classes	26
VI.	State-wide Achievements	30
VII.	Achievements on the National Scene	34
VIII.	Suggestions for the Subject Areas	
	Creative Writing and Drama	37
	Languages	41
	Mathematics	46
	Reading and English	49
	Science	53
	Social Studies	56
IX.	Resource Materials	59
X.	Participants in Workshop	

NATURE AND IDENTIFICATION OF THE ACADEMICALLY TALENTED

NATURE OF THE ACADEMICALLY TALENTED

> Any description of the gifted child should be prefaced with the statement that no concise, composite picture will describe all gifted children. They vary in a multitude of ways. The same general principles of human development that apply to all children also apply to gifted children. However, generalizations from research can give us a group comparison of gifted children and their less gifted classmates.[1]

We agree that not all these individuals are alike nor are they all different. But there are some characteristics peculiar to this group of children that should be known in order to understand them better.

Individuals occupying the top levels of the intelligence scale will, as a group, manifest broad clusters of educationally significant traits.[2] Our speakers all seem to agree that their outstanding ability is their learning capacity or potential. If guided properly, these children can do fantastic work. The length of their attention span is much, much longer than the average child.[3] This is another outstanding ability belonging to this group.

Important characteristics of academically talented children are that they have a wide knowledge of genreal information, they are very curious, they retain and they remember concepts learned over a long period of time, and they have the ability to generalize. There are also numerous other characteristics.

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[1]David Sanders, Elementary Education and the Academically Talented Pupil, National Education Association, (Washington, 1961), p. 25.

[2]Virgil Ward, Educating the Gifted, (Columbus, 1961), p. 25.

[3]Dorothy Norris, Class Lecture, Slippery Rock State College, June 9, 1964.

The gifted children, just as the average children, have their problems. There seems to be a group of problems peculiar to this group of children. But not all gifted children will acquire these. Gifted children may be socially ill at ease, emotionally disturbed, and intellectually unmotivated.[4]

IDENTIFICATION OF THE ACADEMICALLY TALENTED

The identification of the academically talented is not a new problem and it is not an entirely difficult one but a complex problem. We don't feel that it is hard to recognize these gifted children but the testing and placing this gifted child is the difficult phase. This feeling is pointed out in a statement by Ruth Wood Gavian, "Even though by definition an academically talented pupil is one who stands head and shoulders above the crowd, that does not mean it is easy to see him. When we have spotted him, there is no guarantee that we know what he is really like."[5] As school teachers we are always looking for "that shinning light" in our class. After we recognize this student the next step is testing him.

"Identification is primarily a matter of selecting or devising systematic and objective means of recognizing the characteristics of gifted children."[2] The means of identification makes up the largest

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[4]James, Gallagher, The Gifted Child in the Elementary School, National Education Association, (Washington, 1959), p. 10.

[5]Ruth Wood Gavian, Editor, The Social Education of the Academically Talented, National Council for the Social Studies, (Washington, 1958), p. 13.

[6]A Report of the Southern Regional Project for Education of the Gifted, The Gifted Student: A Manual for Program Improvement, (Charlottsville, 1962), p. 54.

porportion of the process. The most recommended indenfitication suggested is:

1. Group tests of mental ability
2. Individual intelligence tests
3. Classmates
4. Other teachers
5. Reading readiness
6. Achievement test
7. Parent conferences
8. Tests of special aptitude
9. Interest inventions
10. Personality inventions
11. Sociometric devices
12. Anecdotal and cumulative records[7]

All these means are very important and should all be considered with almost equal weight. The testing should be done by qualified people and studied carefully. We feel that each one of these is just as the other. We do not feel that one test or means is sufficient to place a child in a gifted class. We disagree with Dr. Hedwig Pregler who stated that the Benite test is the only real measure for citing the gifted - those with an IQ of 130 +. After establishing that a child is gifted we could put him in a catagory. A suggested class-

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[7]Connecticut State Department of Education, Education for Gifted Children and Youth. (Hartford, 1957), p. 8 - 10.

[8]Hedwig Pregler, Class Lecture, Slippery Rock State College, June 12, 1964.

ification of the gifted is:

1. Intellectual superior
   A. Bright
      115 IQ - 129 IQ
   B. Talented
      130 IQ - 144 IQ
   C. Intellically Gifted
      145+ IQ
2. Special Ability
3. Creative group[9]

We must always be ready to help these children.

Another important question is when shall we recognize these children? "Early and accurate determination of the pupil's real abilities had advantages for everyone concerned. If, from the beginning of his education, teachers challenge the child to do his best, he learns good study habits and keeps his interest in school.[10] We feel that the earlier we recognize these gifted children the better.

So, we feel that we have a plan to follow:

1. Keep your eyes open for these academically talented children
2. Help others recognize these pupils
3. Test these pupils
4. Identify these pupils
5. Help these pupils obtain the highest achievement possible.

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[9]Jack Dinger, Class Lecture, Slippery Rock State College, June 10, 1964.

[10]Cutts and Moseley, Teaching the Bright and the Gifted, (Englewood Cliffs, 1958), p. 13.

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DEVELOPING CREATIVITY IN THE ACADEMICALLY TALENTED

Our generation may be considered pioneers in the frontier of research that is attempting to classify creativity in a tangible way so that consciously formulated programs for its development can be planned.

High intelligence and creativity are often being mistaken one for the other. It has been stated that "only the gifted can create."[1] We cannot wholly accept the same criteria for choosing the academically gifted as we do for measuring the creative. Commonplace research findings stress that "giftedness in intelligence and in creativity are by no means synonymous."[2]

A creative child does not usually score at the top on intelligent tests. He is often the worst scamp in the class, the most uncooperative, the silliest, and the most dominating. It is difficult for him to conform to classroom activities. He may have few friends and seem to be most at odds with a teacher's ideas about classroom goals and activities. For this reason a creative child might not receive good recommendations.

To show significant differentiation between people who are creative and those who are not, Lowenfeld lists the following criteria for creativity:

1. Sensitivity to Problems
2. Fluency of Idea
3. Flexibility
4. Originality
5. Redefinition and the Ability to Rearrange
6. Analysis or the Ability to Abstract
7. Synthesis and Closure
8. Coherence of Organization[3]

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[1]Paul Witty, Educating Tomorrow's Leaders (Columbus, 1961), p. 57.

[2]Getzels and Jackson, Creativity and Intelligence (New York, 1962), p. 5.

[3]Victor Lowenfeld, "Current Research on Creativity," National Education Association Journal, XLVIII (November, 1958), pp. 528-540.

Everyone possesses creative abilities to some degree which are capable of being increased by training. Training creatively involves four steps (1) awareness or sensitivity to an area of knowledge, (2) organization of information, (3) illumination or development, and (4) evaluating and setting of new goals.[4]

A grave responsibility toward the promotion of creativity lies in the role of the classroom teacher. The atmosphere of the classroom must be conducive to learning, for when the mind is free from pressure, the individual performs more creatively. Creativity must not be restricted but channeled toward a proper goal. "The power of creativeness lies within the child, but the initiative and guidance are the teacher's job."[5]

Timing is also important. When a child brings an article to school, the teacher should realize that this is the time to pursue the subject. She should assume an attitude of inquiry as one who does not know all the answers but who wants to find out. In this way she shows that, "Creativity may be stimulated by appreciation and suppressed by indifferenc or negative criticism."[6]

Creative children learn well independently but they, too, need guidance. Very often they progress much better individually than when placed with a group where they lose their identification.[7]

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[4]Maurice F. Freehill, Gifted Children (New York, 1961), p. 271.
[5]R. Roediger, "Opportunity for the Gifted," Ohio Schools May, 1959, pp. 8-9.
[6]Paul Witty et al., Creativity of Gifted and Talented Children, February, 1959, pp. 23-27.
[7]Martha Gault, Class Lecture, Slippery Rock State College, June 19, 1964.

We as teachers have cause for concern about the creative talent and creative growth of our children which comes from legitimate and traditional concerns about mental hygiene, fully functioning personalities, educational achievement, vocational success, and social welfare. Guidance workers are needed here. They should encourage the highly creative children and help them to understand this special gift. They also need to help the parents and teachers of these children. Each needs to realize that these are special children who need to be handled carefully. Often they are teased by their classmates until they no longer use their creative talent.[8]

The child who is both creative and intelligent remains society's most valuable resource. We need these creative people. We need to broaden their horizons, for they are the future leaders of our country.

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[8] E. Paul Torrance, Guiding Creative Talent (Englewood Cliffs, 1962), pp. 14-15.

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COUNSELING AND GUIDING THE ACADEMICALLY TALENTED

Antonia Morgan in an article in Scientific Monthly notes that

> The first systematic plan for the identification and guidance of gifted children was put forth 2350 years ago by Plato. He proposed that the leaders of the nation be selected by a series of tests, both academic and situational beginning in early childhood. Only children who passed these tests were to be admitted to the higher studies of mathematics and dialectics. Plato's proposals were never put into effect.[1]

During the last thirty years the United States has done outstanding research on gifted children. The foremost contribution was made by Terman and his associates in the standardization of the Stanford Binet mental tests.[2]

Guidance services for all children are a vital part of any school program. For the gifted child it is most essential. If these services are to be effective and produce a guidance climate, there must be the cooperation of many different people-" a positive interaction that is basic to an effective program".[3]

The staff members who will contribute most to the guidance process are: (a) the counselor; (b) the school psychologist; (c) the teachers; (d) administrators; and (e) the home and school visitor. Other contributors will be parents, certain community persons and the students themselves.

The guidance staff must assume the responsibility of selecting and administering the adequate intelligence and achievement tests to identify these talented individuals. Other pertinent information as school grades, observations of teachers, parents and students will be assembled to more accurately judge students' abilities.

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[1]Antonia Morgan, "Identification and Guidance of Gifted Children," Scientific Monthly, 80: March 1955, p. 171.

[2]Ibid., p. 171.

[3]N.E.A. and the American Personnel and Guidance Association, Guidance for the Academically Talented, 1961, p. 61.

The function of the counselor is to help teachers, parents and the student themselves.

Parents need help in realizing: (a) that their child is a child first; (b) that exceptional children have all the problems that other children have plus the problem of being more gifted; (c) that their child is not stereotyped but a unique individual; (d) that their child will have four sets of teachers- the home, playmates, the school and the community; (e) that parents have a tendency to exploit, resent, be jealous or dominate the child; and (f) that the child needs help in deciding what he really wants to do.[4]

Teachers need help in: (a) understanding the academically talented (be aware that he frequently underachieves) and (b) providing the experiences the child needs to challenge and develop his potential.[5]

Other specific responsibilities of the counselor are: (a) to assist teachers in helping these students to accept and make the most of themselves; (b) to hold interviews as needed with students and their parents; (c) to open up community resources and educational opportunities for them; (d) call case conferences when necessary to explore complex and baffling problems; and (e) check records periodically to compare achievement with potential.[6]

Counseling Student. Purpose is to:

> (a) provide an atmosphere in which he can gain insight into the range and depth of his potentialities; (b) to acquire greater knowledge of what is available to him and a wider understanding of the choices that confront him; and (c) choose a feasible course of action and to accept responsibility for his choice.[7]

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[4]Clara Cockerille, Class Lecture, Slippery Rock State College, June 22, 1964.

[5]Ibid.,

[6]Ruth Strang, "The Counselors Contribution to the Guidance of the Gifted, the Underachiever, the Retarded", Personnel and Guidance Journal 34: April, 1956, p. 494.

[7]G.D. Moore, "Counseling the Gifted Child", School Review 68: Spring, 1960. p. 63.

Dr. Cockerille also adds that the student must realize his responsibility to society in general and develop a tolerance of others who are less talented than he.[8]

Studies by Donald L. Thistelwaite revealed that, "In 1955 from 60,000 to 100,000 near-winners in the National Merit Scholarship program did not go to college for financial reasons". The conclusion was that students who need financial aid to attend college should be counseled to apply more frequently to less popular colleges, including public colleges.[9]

Other reasons for the loss of talent is because of the failure to identify gifted children. All authorities agree that identification should be made early, first year of entering school or at least by the fourth or fifth grade and that guidance should be continuous throughout the school year. Special provisions should be made through acceleration, enrichment or homogeneous grouping. Late identification deprives the child of many advantages together with the fact that he may have developed underachieving habits which he will never overcome.

The quotation that follows by Albert Schweitzer may well express the attitude that should be assumed by counselors and the academically talented.

> Whatever you have received more than others in health, in talents, in ability, in success, in pleasant childhood experiences, in harmonious conditions of home life, all this you must not take to yourself as a matter of course. You must pay a price for it. You must render in return an unusually great sacrifice of your life for other life.[10]

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[8]Clara Cockerille, Class Lecture, Slippery Rock State College, June 22, 1964.

[9]D. Thistelwaite, "Counseling High Aptitude Students on Scholarship Opportunities", Personnel and Guidance Journal 37: April, 1959, p. 574.

[10]Ruth Strang, "The Counselors Contribution to the Guidance of the Gifted, the Underachiever, the Retarded". Personnel and Guidance Journal 34: April, 1956, p. 495.

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ADMINISTRATION OF THE ACADEMICALLY TALENTED

Our educational system is founded on the principle that all should have equal educational opportunity. It is assumed that we recognize that equality of opportunity does not mean "equal opportunity" alone. Opportunity should be equal in terms of abilities and capacities so that each may be challenged to realize his fullest powers.[1]

A program for the gifted should be provided to give these children the proper guidance in order to develop a healthy and an appropriate self-concept. "The worst thing you can do to children is to confuse them about themselves."[2]

The first step in planning a program for the academically talented would be for the administrator to state his objectives and what he hopes to attain with the program.

At this point the administrator must create a program which fits the needs and expectations of the community. Some factors which determine the type of program to be instituted are:

1. Size of school and staff
2. Urban or rural school
3. Staff qualifications and community resources
4. The special needs of children
5. Distribution and number of gifted children in school system and community accept.[3]

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[1] Enrichment Program, Erie School District (Erie, 1955), p. 1.
[2] Walter Barbe, Class Lecture, Slippery Rock State College, June 15, 1964.
[3] Harold H. Bixler, Providing for the Bright and Gifted, Manual for Administrators (Washington, 1961), pp. 9 - 14.

Ways to enrich are to have seminars in which community resource people participate, great books program, foreign language program, clubs, and service groups.

Who are the teachers for the gifted?

> The teacher of the gifted needs vision so that he can use all of the resources at hand to make classroom learning stimulating and rewarding. He needs unusual skill in leading and guiding class discussion, and he must be clever at providing a balanced program which includes many and varied experiences. He must himself be a broadly educated, stimulating individual.[7]

As Dr. Barbe stated, "Let's have good teachers for all children, but the right teacher for the right group."[8]

Putting the program into operation does not end the administrator's responsibility. He should strive constantly for flexibility and ingenuity in setting up the program. A continuing evaluation must be carried out to see if the program is effective and if it is producing the goals as they were stated.[9]

The designing of a program for the academically talented is very complex. The challenge is very stimulating; the rewards are tremendous.

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[7]Paul Witty, Helping the Gifted Child (Chicago, 1952), pp. 45-46.

[8]Dr. Walter Barbe, Class Lecture, Slippery Rock State College, June 15, 1964.

[9]Administrations: Procedures and School Practices for the Academically Talented Student, National Education Association (Washington, 1960), p. 129.

The next step would be to identify the gifted students. Dr. Dinger stated, "Gifted students are those who are stressing potential for achievement and rank in upper 1% or 2% of the population."[4] The Pennsylvania Department of Public Instruction found in their survey the identification process to include some or all of the following points.

1. Group intelligence tests (lowest accepted score is 115 to 120).
2. Individual intelligence tests.
3. Percentile scores on achievement tests.
4. Evaluation of grades in academic subjects.
5. Teacher recommendation.
6. Parental permission for pupil to participate in the program.[5]

Dr. Barbe stated that there are four general plans in determining a suitable program for the gifted.

Segregation is the answer for some communities in which they maintain separate classes or even separate schools for children who meet certain intellectual standards.

Partial segregation is a program in which the gifted children spend part of their day together studying the same subjects as the other children but to a greater depth.

Acceleration allows the child to enter school earlier than usual and/or to move through grades at a faster rate. At the high school level "advanced placement" or "honors classes" enable advanced students to obtain college credit while still in school.

The program most widely used is enrichment. It is keeping the child in regular grades with grouping within the group in order for the bright children to deepen and broaden their experiences.[6]

4Jack Dinger, Class Lecture, Slippery Rock State College, June 11, 1964.

5"Local Programs for Able Pupils," Curriculum Development Series No. 7 (Harrisburg, 1962), p. iv.

6Walter Barbe, Class Lecture, Slippery Rock State College, June 15, 1964.

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THE COLFAX PLAN

God endows each person with certain abilities. Some children are endowed with high intelligence. Colfax regular Elementary School in Pittsburgh, Pennsylvania, has since 1920 endeavored to help these children realize their potential and to fulfill their capabilities.[1]

Colfax consists of kindergarten through sixth grade. Drawn from the school area, enrollment is over one thousand. Principal, Hedwig O. Pregler has led many experiments, including enrichment programs and club plans, in attempt to provide for these children. The program being utilized today is the workshop plan.

The name workshop was chosen to avoid unfavorable classification complications. Children are chosen for the workshop on the basis of a 130 IQ rating on a Stanford-Binet test, achievement, teacher recommendation, and parental consent. Any child may be recommended or may ask to take the test.[2]

All children are placed in heterogenously grouped homerooms. For half the day, workshop students report for social studies, language arts and some other academic work. The other members of the homeroom attend regular academic classes. When the groups rejoin, for music, art, and physical education, they are on equal ground. "It is not necessary to feel apologetic for having been a whiz in reading or sheepish because the class had to wait while the same page was reread."[3]

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[1]Hedwig O. Pregler, Class Lecture, Slippery Rock State College, June 12, 1964.

[2]Hedwig O. Pregler, "The Colfax Plan," Education, 80, No. 3, November, 1959. p.1.

[3]Ibid., p.2.

Presently, there are five workshops. Typing and German are taught and creative and research projects done. Emphasis is placed on development of mental skills.[4]

Teachers for the workshops are secured from the regular Colfax faculty. They must be capable, have high ideals and high standards, and be mentally alert. It is necessary to be willing to experiment and to learn with the students. Above all, they must respect and understand these children, realizing that they still have the wants, desires and needs of all children.[5]

These teachers must utilize various techniques to work with the gifted. Committee work and experimentation are favorites. A general knowledge is presented. In addition, they must have an opportunity to think critically, to analyze, and to be creative. As our leaders of tomorrow, they should be prepared.[6]

There is no "best" way to take care of the gifted. What is best for Colfax might be unsuccessful for another school. Colfax is constantly evaluating and is willing to strive for improvement if it will better the school. Any program, with plans for a special group, must not infringe upon the rights of the majority.

Colfax offers a better program for all students through grouping. The gifted have activities with their social and mental peers, experience individual activities through projects, and develop mental skills. The other group also benefits from grouping because the teacher can use better techniques and they move at a near pace.

4Hedwig Pregler, "The Colfax Plan," Exceptional Children, 20, No. 5, February, 1954. p.3.
5Hedwig Pregler, Class Lecture.
6Colfax School, Field Trip, June 10, 1964.

> At the same time those children who constitute the largest part of our population have those opportunities which will make them the leaders that a democracy needs. Too often in a complete heterogeneity these children suffer loss of leadership-training, and gifted children are denied the challenge of like minds.[7]

Has Colfax lived up to its hopes and asperations? Through grouping and regrouping Colfax has helped children to develop to the highest degree all their capabilities.

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[7]Pregler, "The Colfax Plan," p.4.

CLEVELAND MAJOR WORKS PROGRAM

You may give them your love but not your thoughts,
For they have their own thoughts.
You may house their bodies but not their souls,
For their souls dwell in the house of tomorrow, which
you cannot visit, not even in your dreams.
You may strive to be like them, but seek not to make
them like you.[1]

"A man's work is from sunrise until sunset, but a woman's work is never done." This is a familiar saying and one that might well be applied to Mrs. Benjamin Patterson Bole. She along with fellow members of the Women's City Club of Cleveland recognized the need to develop the more gifted children in their area. These women set a goal of establishing a Major Works Project in the Cleveland area. By 1922 the Cleveland Board of Education accepted and approved this project and it has been a successfu. feature in the program of education in Cleveland Public Schools since that time.

Children are admitted to Major Works Classes by invitation after thorough screening. Any child who scores consistently high in achievement is given a Stanford-Benet intelligence test by a psychologist. Those with an IQ of 125 or above are eligible after parental permission has been given. Parents assume the responsibility of transportation to and from the school.

Other criteria for admittance are: emotional maturity, social adaptability, physical status, and teachers judgment. In younger life Mrs. Norris describes the gifted as the "Why-why children" and the "Me-doers."[2] The gifted comprise 1% of any school population.

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[1]Willard Abraham, Common Sense About Gifted Children, (New York, 1958), p. 253.

[2]Mrs. Dorthy Norris, Class Lecture, Slippery Rock State College June 9, 1964.

The main purpose of the Cleveland Major Works Class is to tailor education to fulfill the special requirements of superior students. The children who attend these classes are kept apart from other students during class and study time, but through extracurricular activities they have ample opportunity to play and mix with their less gifted fellows.[3]

The content in subject matter is only slightly different from regular classes. The spotlight in these Workshop Classes is on enrichment, which is directed mainly by the interests, needs and desires of the students. It is composed of two methods: discussion and research. Although one may think that these two methods are easy, no two teachers or two classes ever enrich the program exactly alike.

Any qualified teacher must have assets that are on the positive side of the spectrum such as, intelligence, understanding, genuine interest in children, a sense of humor, ingenituity and resourcefullness or "be able to see thru Johnny and see Johnny thru!"[4]

Continuing analysis of the reports returned by Major Works Classes shows evidence of an adult who has a wide variety of interests, is healthy, is active in community affairs and is happily married. Eighty-five per cent of the Major Works graduates have said the classes helped them. This unusual amount of approval and gratitude suggest the effectiveness of the program in meeting the individual needs of many people. The greatest resource of a nation is its gifted citizen, gut latent intelligence is no more valuable than unmined coal.

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[3]Nelson B. Henry, Education for the Gifted, Fifty-Seventh Year-Book of the National Society for the Study of Education, Part II, Chicago, 1958, p. 224.

[4]Dorthy Norris, Class Lecture, Slippery Rock State College, June 9, 1964

The next step would be to identify the gifted students. Dr. Dinger stated, "Gifted students are those who are stressing potential for achievement and rank in upper 1% or 2% of the population."[4] The Pennsylvania Department of Public Instruction found in their survey the identification process to include some or all of the following points.

1. Group intelligence tests (lowest accepted score is 115 to 120).
2. Individual intelligence tests.
3. Percentile scores on achievement tests.
4. Evaluation of grades in academic subjects.
5. Teacher recommendation.
6. Parental permission for pupil to participate in the program.[5]

Dr. Barbe stated that there are four general plans in determining a suitable program for the gifted.

Segregation is the answer for some communities in which they maintain separate classes or even separate schools for children who meet certain intellectual standards.

Partial segregation is a program in which the gifted children spend part of their day together studying the same subjects as the other children but to a greater depth.

Acceleration allows the child to enter school earlier than usual and/or to move through grades at a faster rate. At the high school level "advanced placement" or "honors classes" enable advanced students to obtain college credit while still in school.

The program most widely used is enrichment. It is keeping the child in regular grades with grouping within the group in order for the bright children to deepen and broaden their experiences.[6]

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[4] Jack Dinger, Class Lecture, Slippery Rock State College, June 11, 196

[5] "Local Programs for Able Pupils," Curriculum Development Series No. 7, (Harrisburg, 1962), P. iv.

[6] Walter Barbe, Class Lecture, Slippery Rock State College, June 15, 19

Ways to enrich are to have seminars in which community resource people participate, great books program, foreign language program, clubs, and service groups.

Who are the teachers for the gifted?

> The teacher of the gifted needs vision so that he can use all of the resources at hand to make classroom learning stimulating and rewarding. He needs unusual skill in leading and guiding class discussion, and he must be clever at providing a balanced program which includes many and varied experiences. He must himself be a broadly educated, stimulating individual.[7]

As Dr. Barbe stated, "Let's have good teachers for all children, but the right teacher for the right group."[8]

Putting the program into operation does not end the administrator's responsibility. He should strive constantly for flexibility and ingenuity in setting up the program. A continuing evaluation must be carried out to see if the program is effective and if it is producing the goals as they were stated.[9]

The designing of a program for the academically talented is very complex. The challenge is very stimulating; the rewards are tremendous.

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[7] Paul Witty, Helping the Gifted Child (Chicago, 1952), pp. 45-46.

[8] Dr. Walter Barbe, Class Lecture, Slippery Rock State College, June 15, 1964.

[9] Administrations: Procedures and School Practices for the Academically Talented Student, National Education Association (Washington, 1960) P. 129.

STATE PLANS FOR THE ACADEMICALLY TALENTED

The spotlight in education is upon the academically talented. The children and youth of our state who have above average academic and creative talents must have an educational program geared to the needs of their specific abilities. The ultimate goal is that they will develop their individual potentialities well enough to satisfy their own needs and contribute to the progress of society.

State departments have long been committed to a leadership which urges and aids school systems to develop and evaluate differences. They have a clear mandate to provide the information and assistance necessary so that local school systems and appropriate colleges can develop effective learning experiences for the gifted. The state departments have the authority to establish and maintain minimum standards for such experiences.

The Bureau of Special Services for Pupils is a part of the State Department of Public Instruction. This Bureau was enlarged to include a Division of Guidance and Concern for Pupils. The latter is designed to enrich the educational experiences for all pupils toward self-realization, self-understanding, and productive and effective adulthood. It provides special services for approximately two per-cent of the state through diagnostic and consultative services, individualized instructional programs, coordination of home instructional programs, and various educational opportunities. The result of these activities is the fulfillment of the individual so that, through him the corporate welfare can benefit. This is truly the fundamental aim of all education.[1]

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[1]Kathryn Dice, Class Lecture, Slippery Rock State College, June 18, 1964.

In the State program the following basic factors must be considered: the distinguished characteristics of the gifted as a group; the adult social roles which persons so endowed tend to assume; the contributions which the gifted can be expected to make in a rapidly changing world.

Curriculum guidelines should be developed to expand the horizons for the gifted. The instructional methods should be based on an application of the fundamental principles of learning.

The administrative structure which will be best suited usually makes provision for enrichment, ability grouping, and acceleration, or some combination of these devises. Regardless of the administrative structure, the state program for the gifted will succeed only when those concerned are convinced of its worth and are willing to support it. Educational resources must be considered an integral part of any program designed to provide effective educational experiences for the gifted. It is the responsibility of the State Department of Education to:

1. Encourage and assist school systems in developing goals.
2. Encourage and assist local school systems in planning and establishing experimental programs for the improvement of instruction for the gifted.
3. Conduct or sponsor appropriate research at the state level designed to improve instruction for the gifted.
4. Collect, interpret, and disseminate information concerning effective practices and the findings of research on the education of the gifted.

5. Encourage and assist local school systems in the selection, development, and use of appropriate curriculum materials.
6. Cooperate with local school systems and teacher preparation institutions to improve educational opportunities for the gifted.
7. To promote public understanding.
8. Encourage and assist local school systems to make adequate financial provisions for the initiation and maintance of this program.[2]

The best program for able pupils is locally determined, developed and implemented. It must begin with good planning. The administrator has the initial responsibility. It is the county superintendent who provides the link between the county and the state. It is through his efforts, and that of the supervising principal in the area that a community and faculty study of a local program is determined which will best fit the needs of the community. Community study must include a study of resources and attitudes. It may also reveal a need for adult education.4

The administrator sends to the State Department of Public Instruction an outline of educational goals, curriculum and evaluation of resources. This data may be approved or rejected. The school code provides finances for the academically talented program geared to the needs of the district. The success of the program depends upon the degree in which the personnel are prepared to work together to share special knowledge, skills, techniques as applied to the learning experiences in the overall program.

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[2]Guide to Planning for Able Pupils, (Harrisburg, 1962), p. 1.

The state is sovereign in the responsibility for establishing and administering the program of education which best suits the needs of all of its children and youth. It is also responsible for all educational services provided by local school systems. The State Department of Public Instruction must assist local school systems to adapt the educational program to the many levels of ability. It should be the goal of any area to have the finest educational program possible. In a democracy we must have the best education for all pupils.[3]

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[3]Walter Barbe, Class Lecture, Slippery Rock State College, June 15, 1964.

NATIONAL PLANS FOR THE ACADEMICALLY TALENTED

> Superior abilities of an individual contribute to his own or other's welfare only when those abilities are put to use. When not put to use, society suffers a waste of the most valuable human resources. This waste has probably been far larger than the loss suffered from the waste of natural resources.[1]

In America, state governments are responsible for the administration of edu ation within their boundaries.

Our national government has also been concerned about education through its Office of Education of the Department of Health, Education, and Welfare. Through the National Education Association, Cooperative Research, National Science Foundation, and especially the Talented Development Project, the government has provided men, money, inspiration, and published results for research and experiments on the education of the gifted and talented. These experiments have been done through the state departments of education or in cooperation with local or community projects. Many continuing programs began in these research projects.

Through funds from the National Merit Scholarship Program, it has discovered and encouraged exceptionally talented young people to get a college education thereby helping to train talent as well as get more teachers.[2]

Curriculum materials used with the talented have been produced especially in the fields of mathamatics, physics, biology and foreign languages authorized by the National Defense Education Act of 1958. There have also been curriculum studies made in social sciences and English.

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[1] Educational Policies Commission, "Waste of Talent in American Life," The Education of the Gifted, (Washington, 1950), p. 13.

[2] Bryan, J. Ned, "Talent and Today's Schools", The Superior Student, Nov. - Dec. 1963, p. 4.

The bulk of publications about the talented has been the findings and evaluations of research and experimental projects.

The professional leadership of the national government has encouraged the continuance of and helped regional and state efforts get started.

Today 20 states have full time directors of programs for the gifted.[3] Where they have full time directors, the programs are moving rapidly. Where there is a part time director, things move slower. In states where there is no director, there is no concerted effort. Local and community programs are spotty and sporadic and they are of many different kinds. These include special schools, special programs, community programs, college programs, and cooperative efforts.

Perhaps California is outstanding among the states building a good program. It expects to open educational doors for all high school graduates, the top 15-17% being accepted in the universities, upper 50% in the colleges, and all graduates in junior colleges.

Illinois has set up a series of demonstration centers featuring materials on the gifted. No school is more than an hour away from a center where the teachers can go to observe, to get materials, to talk with the staff, or to talk about their problems.

Interesting special programs include the Governor's School of North Carolina, and the Governor's Honor School of Georgia. These are 8 week summer programs for the 400 most outstanding high school juniors in each state.

Mark Twain Summer Institute is an illustration of a special school.

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[3] J. Ned Bryam, Class Lecture, Slippery Rock State College, June 23, 1964.

Colfax School and the Cleveland Major Work Classes are outstanding among the schools doing special things for their talented.

Many high schools and colleges participate in the Advance Placement Program.

With the Federal Government giving funds, personnel, programs, curriculum, and publications, the basic research and experimentation has or is being done. It remains for the states and local school administrations to assume their responsibilities to provide proper training for their talented in their care that their talents will not be wasted for lack of training.

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CREATIVE WRITING AND DRAMA FOR THE ACADEMICALLY TALENTED

"Creativity is the encounter of the intensely conscious human being with his world."[1] The classroom is but a small part of this world. Yet, it is a very important part. Here creativity is developed or destroyed.

If we as teachers are interested in developing creativity, we must first recognize the characteristics of creativity:

1. Originality
2. Redefinition
3. Adaptive flexibility
4. Spontaneous flexibility
5. Associational fluency
6. Expressional fluency
7. Ideational fluency
8. Elaboration[2]

The personality characteristics are also very important

1. Self-sufficiency
2. Stability
3. Independence
4. Self-assertiveness
5. Ability to take risks
6. Emotional sensitivity[3]

The teacher who knows these factors can develop creativity in his own classroom. He must provide the motivation and the opportunity to develop the ideas derived from the motivation. He cannot approach the situation in a lackadaisical manner as is

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[1]Martha Gault, Class Lecture, Slippery Rock State College June 19, 1964.

[2]Guide to Planning for Able Pupils, Curriculum Development Series No. 2, Department of Public Instruction, (Harrisburg, 1962), p. 8.

[3]Ibid.

signified by the following statement: "One of the great problems in education today is to devise effective means for developing and utilizing the creative genius of the individual."[4]

Therefore the teacher needs to approach his class with some type of definite plan for motivation. In writing, it must be a motivation that will stimulate the imagination of the child.[5]

The stimulant can be an unfinished story, a field trip of any kind, a group of pictures, one picture, or a topic such as, "What would it be like to have three arms."[6] The teacher should keep in mind the interests of his pupils. Then he should decide upon a motivational device or stimulant. The list is limited only by the imagination of the teacher. The children will base their writing upon what they know and what they have learned. The creativity will come from the stimulant.

I remember quite well the day we watched the destruction of our old school building from our new classroom window. A third grade girl was so moved by the action that she wrote her thoughts and feelings into a beautiful poem. This was a spontaneous reaction to the environment. Creativity? Yes!

These motivational devices or stimulants can help to develop creative writing. However, let's remember that creative writing cannot take place until the children have gained a basic understanding of the English language.

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[4]Fifty-Six Practices for the Gifted, The University of the State of New York. (Albany, 1958), p. 13.

[5]Hilda Krug, Class Lecture, Slippery Rock State College, June 24, 1964.

[6]Martha Gault, Class Lecture, Slippery Rock State College, June 19, 1964.

Creative writing and drama can often be developed simultaneously. Although in the primary grades, creative drama can be developed without any reference to writing of any topic.

Boxes of all sizes and shapes become trains or wagons. The doll house shares the children's joys or problems of imaginary or realistic family life. Their puppets portray the characteristics of real or imaginary people.

This year my first grade class made puppets from tubes of various sizes. We used construction paper, string, yarn, scraps of material, paste and scissors. The children were given a reasonable period of time in which they could make any type of character they desired. (We even had the Beatles.) Five or six children worked together to develop a story behind the characters they created. The stories were short and very simple. The experience was rich and will probably be long remembered.

We have discovered that creativity in writing and drama can be developed in many ways. The development will continue to grow as long as there are teachers that believe --

> An attractive and stimulating environment with materials and tools, plenty of time and space, and a permissive and appreciative atmosphere lends itself to rich and varied creative experiences on the part of children.[7]

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[7]Wilhelmina Hill et al., How Children Can Be Creative, U.S. Department of Health, Education, and Welfare, (Washington, 1962), p. 9.

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FOREIGN LANGUAGES FOR THE ACADEMICALLY TALENTED

Learning a foreign language is fun! I would place that at the top of the many reasons for including that subject in the curriculum of the academically talented. Certainly these students whose abilities will lead them into the depths of science and mathematics studies, or wide readings in social studies and English literature, deserve the pleasure of developing a skill which brings them the excitement of a tangible ability, one that improves progressively and can be used constantly. The boy, who in his commencement address, developed a point by quoting Goethe in German, and then gave the audience the English translation, had twice the fun he had in quoting Thoreau. The German Club group, who set the Nibelungen story of Siegfried's youth into German dialog, performed their parts with the delight that belongs to accomplishment. Students like to talk to each other and to sing in a foreign language. It's fun.

There are many reasons given for urging the talented to develop a reasonable degree of mastery in at least one foreign language. They are expected to become our future scientists, engineers, doctors, artists, men of letters and diplomats. In these fields the knowledge of another language can be both a cultural and a practical tool to the talented. Especially valuable to these students is the cultural enrichment which the study of another language brings. They are led into a world of new experiences when they learn about the contributions of a foreign country to the fields of science, music and literature.[1] Of importance to the gifted is the fact that language study

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[1]G. H. Hildreth, Educating Gifted Children, (New York, 1952), p. 62.

provides an intellectual challenge because it is a new area of learning that requires study and concentration. The study of a foreign language is considered an interesting and constructive activity that helps to preserve an eager learning attitude and avoid the development of unpleasant or wasteful habits.[2] Some of my students who have been rather weak in the structure of our language have told me their English has improved since studying German. This somewhat substantiates Goethe's comment that "he who doesn't know a foreign language, knows nothing of his own." The increasing practice of our industrial concerns in establishing branch plants in foreign countries, has prompted many of these companies to provide instruction in a foreign language to their key men. Certainly as distances become shorter, or the world becomes smaller, we need to further the understanding of intercultural relations and prepare our most talented to assume an effective role in world affairs.[3]

The foreign language program in our country does not begin soon enough and does not continue long enough. In most schools the college bound student takes two years of eigher one or two languages in order to meet college entrance requirements. This has been practically a waste of time, and could not possibly result in a functional use of the language. In the German Gymnasia, which are designed for the gifted, all students begin to study a foreign language when they enter the Gymnasium at the age of ten, and continue with that language for eight years. At twelve years of age they begin the study of a second

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[2]Maurice F. Freehill, Gifted Children (New York, 1961), p. 78.
[3]Study Abroad, U. S. Department of Health, Education and Welfare, (Washington).

language for a six year sequence. This is why the foreign exchange students from Germany and Sweden used such fluent and excellent English when they addressed our student assembly. In 1959 L. Clark Keating suggested that since all children can readily absorb a foreign language, the gifted are unusually well qualified for language study, and might easily study two foreign languages simultaneously. We need to spend more time on specific subjects for the gifted in order to develop true proficiency.

A conference of leading educators was called in 1958 for the purpose of improving the education of the gifted in our country. They recommended, in the field of foreign languages, that every high school in the United States should offer at least one modern foreign language; that the minimum of four years of study in continuous sequence of one language was the least to be expected of the academically talented; and that the talented should have the opportunity to begin the study of a language in the elementary grades. This program would assure an understanding of the spoken word, and the ability to speak the language correctly by the time the student is ready for high school, where the emphasis would be on reading and writing. This course of study would bring the student to his college work prepared to develop intellectually and professionally in his field of study.

As a result of this conference and the schock of the first Sputnik, changes in education for the gifted have come with dramatic rapidity.[4] Many schools are enriching the curriculum of the

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[4]Elizabeth Paschal, Encouraging the Excellent, (New York, 1960), p. 26.

elementary gifted with a foreign language. In Hicksville, New York, an experimental program has been adopted for all able pupils. They will begin the study of one of four languages, which they will continue for twelve years. On the secondary level, Pennsylvania is requiring all school districts to offer a four year continuous sequence in one modern foreign language. At the Bronx High School of Science, where the median IQ is 140, the aim is to develop the student's ability to use a particular foreign language. Here the oral-aural method is used for direct understanding, but formal instruction in basic grammar and syntax is taught to give the student a sense of the structure of the language, and to lay a sound foundation for reading and writing. The rapid growth of the Study Abroad programs, on the college level, attests to the importance placed on the thorough understanding of a foreign culture. Dean Harlan Cleveland of Syracuse University has repeatedly urged the exposure of every college student to the fullest possible immersion in a foreign culture, language and all, as a necessary supplement to American general education. Since he feels that superior skill in language learning is often a concomitant of superior intelligence, L. Clark Keating states, "If the word 'gifted' is to have any significance in this twentieth century world, let us make certain that the gift of tongues is included, for this gift, in these days, is ours for the asking."[5]

5L. Clark Keating, "Languages for the Gifted," The Gifted Child Quarterly Autumn 1959, p. 87.

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MATHEMATICS FOR THE ACADEMICALLY TALENTED

"Our kind of society," says the Rockefeller Report, "calls for the maximum development of individual potentialities at all levels." With the launching of the first Russian satellite, educators began pursuing this goal with great furor. Since it was a scientific achievement, much emphasis was placed on the academic areas of science and mathematics. Government funds under the National Defense Education Act were made available so that schools could purchase equipment in these areas. This caused many schools to put into operation a program for the gifted in mathematics that was inadequate.

Ideally, a mathematics program for the talented should begin on the elementary level. In this area, through homogeneous grouping or enrichment, modern math can be introduced. Modern math attempts to make mathematics meaningful for the child. Since certain areas of mathematics are undefined, such as addition, a certain amount of drill and memorization are still necessary.[1] For the gifted child this can be kept at a minimum.

At the elementary and junior high school levels, less emphasis on terminology and more on the building of strong foundations for more advanced courses should be stressed.[2] To give added meaning such books as Louis G. Brundles, Math Can Be Fun, could be interjected into the regular curriculum. These suggestions are not intended only for the gifted. Modern math can motivate the average child or slow learner also.

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[1]Henson Harris, Class Lecture, Slippery Rock State College, June 26, 1964.

[2]Ibid.

With a strong foundation that has motivated and stimulated the academically talented child's interest he will anxiously look forward to the senior high math program.

In the tenth grade the traditional course in synthetic, demonstrative geometry has been the mathematically gifted student's favorite subject when it is well taught.[1] By careful planning, plane and solid geometry can be integrated into one course. Included in geometry should be deductive reasoning and its application to other academic areas.

In the eleventh and twelfth grades mathematical elective courses can be provided, for by now the student is probably attracted to one phase of math. These could be calculus, analytical geometry, statistical inference, algebra of sets, groups, rings, and fields, and matrices.

Throughout the junior and senior high program, math should be taught on a creative level, that is, a program in which opportunity is abundant for the student to explore thought provocative material which leads to the discovery of certain mathematical principles and concepts.[2] The program can also include an insight into the history of mathematics and the lives of famous mathematicians. This will increase understanding of how our particular system of math evolved.

Full use of community resources will also be beneficial to the program. Nearly every community has something of interest, such as electronic computers and insurance company statisticians.

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[1]Julius H. Hlavaty, Mathematics for the Academically Talented Student, National Education Association, Washington, 1959 p. 26.

[2]Louis A. Fliegler, Curriculum Planning for the Gifted, (Englewood Cliffs, 1961) p. 87.

Teachers of the academically talented need not be gifted themselves, however, there should be one area of math in which they are proficient. To introduce a program in the elementary school, the teacher, who has had very little math background, could attend a workshop in modern math. Such programs are very numerous.

To acomplish the task of educating the academically talented in mathematics, the teachers need the help and support of administrators, boards of education, and an informed citizenry.

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READING AND ENGLISH FOR THE ACADEMICALLY TALENTED

An informed and enlightened citizenry is essential to the survival of the democratic way of life in community, state, or nation. Reading is the most important tool for the academically talented. It is true that most of the gifted can read before they enter school. However, reading for the gifted should go beyond mere literacy. The gifted child has special needs above and beyond the so called "average" child. They must be filled if he is to read at a level commensurate with his intellect.[1]

I feel an individualized reading program works best with the gifted student because he is able to read as fast as possible, to read the maximum time, to select books which he is interested in, and to receive help for his weaknesses. The teacher guides and acts as a resource person but does not neglect the basic skills.

Permanent habits and interests should be developed in reading. In our world many things compete for a person's time. One must learn to be selective and use his time wisely. By providing a wealth of good literature and resource books, a child soon learns to evaluate which would be the best book to read. Both critical and functional reading should be taught. Skills are taught in relation to current needs. The teacher encourages independent work but provides a laboratory to correct minor technical reading problems.

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[1]Walter B. Barbe and Thomas M. Stephens, Educating Tomorrow's Leaders (Columbus, 1961), p. 95.

The teacher of the gifted helps the child toward a qualitative rather than a quantitative change. The gifted need to know hoe to tackle the different kinds of reading materials. They need to have continuous growth in vocabulary development. They must have challenging questions, not boredom with drill. If the school does not have special classes for the gifted the regular teacher must enrich and challenge the student as much as possible. Dr. Cockerille gave an excellent illustration about the gifted child in an average classroom.

> Imagine yourself staying a full year in a room with people who have an I.Q. of 50. There would be no intellectual stimuli. That is probably the way a gifted child with an I.Q. of 175 or so feels in an average class without any challenge.[2]

Special classes in English for the gifted are also necessary. Language is the ultimate tool of intelligent socialization and its development is fundamental to the development of intelligence.[3]

English has many aspects. The most important and hardest to teach is exposition. The thought or idea is given most importance. Next the child is taught how to put his ideas into communicable words. His style, organization, reasoning, and content must all be developed. If the student is a wide reader he will probably be a better writer. Grammar, usage, spelling, and structure are all taught through the students' work.

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[2]Clara Cockerille, "Counseling and Guiding the Academically Talented", Lecture at Slippery Rock Workshop, June 22, 1964.

[3]Maurice F. Freehill, Gifted Children Their Psychology and Education, (New York, 1961), p. 301.

Because the gifted child may become a leader he must know how to express himself well. Johnson said, "Language best shows a man. Speak so I may see you."[4] He needs to know the importance of the precise words for the level of people with whom he is speaking.

Literature must be taught in the sense of providing abundant good material. Quality not quantity is stressed. He must develop an appreciation for all kinds of literature and the beauty of style. He must keep a balance in kinds of reading.

Listening, one of the prime arts, must also be taught. Standards should be developed and evaluation should follow. A study made in 1950 showed that 57.5% of children's time is spent listening.[5] If the child is going to listen so much, we as teachers had better teach him how to listen critically.

Children must recognize the library as the most important workshop and the book as his most important tool. He should begin early to use the library and books correctly. Study skills are vital.

Let's challenge those gifted and let them achieve their potential.

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[4]Matilda Bailey, Lecture at Slippery Rock State College, June 17, 1964.

[5]Ibid.

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SCIENCE FOR THE ACADEMICALLY TALENTED

John Milton once stated that God esteemed the growth and completing of one virtuous person more than the restraint of ten vicious ones. Science can lend itself to the annihilation of mankind or it can make provision for a Utopia beyond description. "In the teaching of science we need to teach humility to the gifted student and a responsibility to the rest of the world."[1]

"The characteristics of the gifted are as follows:

1. A high degree of general interest.
2. Unusual powers of analysis.
3. Exceptional reasoning ability.
4. Enjoys being led to discovery.
5. Long attention span."[2]

These are qualities which would enable the student to go far in the field of science if taught correctly. The natural curiosity of the gifted child must be stimulated. There is little stimulation in the memorization of myriads of terms. "Curiosity is easily stirred, but it can be killed off just as easily. The most lethal method is by smothering it with meaningless detail."[3]

A fine example has been set by the Cleveland Major Work Classes. After having chosen a science topic, the children gather their information. A child in these classes is likely to read as many as 200 books per year. The project is then organized and presented to the class. Thus the child is learning by doing. The discovery approach is more conducive to learning and it is said that the teacher of the future

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[1]Charles Halt, Class Lecture, Slippery Rock State College, June 24, 1964.

[2]Dorothy Norris, Class Lecture, Slippery Rock State College, June 9, 1964.

[3]Norma E. Cutts, et al., Teaching the Bright and Gifted, (Englewood Cliffs, 1957), p. 141.

will be more of a guide to learning than a dispenser of knowledge. "In developing a project the child may forget his specific topic and follow his interest. This can become haphazard enrichment."[4] "Even though he is a creative genius, he should by no means be permitted to turn out a poor product or to fail to carry his project through to completion."[5]

There is always a concern for the underachieving gifted child. Underachievement may be due to the body placing all of its energies into physical growth. It may be the result of poor study habits. Lastly, the child may have unfixed goals. Where can a teacher find better goals than in the world of science? The teacher should help to formulate goals if none exist. "The possession of long range goals, regarded as central to one's personal existence, distinguishes the human being from the animal, the child from the adult, and in many cases the healthy personality from the sick."[6]

Can the child be creative in the realm of science? "Creativity is the quality which leads to the production of something new and desirable."[7] This quality can be developed. The teacher might ask the following questions: "Why do stars twinkle; What would happen

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[4]Stanley Plavny, Class Lecture, Slippery Rock State College, June 16, 1964.

[5]University of Texas Workshop Group, Curriculum Enrichment for Gifted Elementary School Children in Regular Classes, (University of Texas, 1957), p. 50.

[6]Norma E. Cutts, et al., Teaching the Bright and Gifted, (Englewood Cliffs, 1957), p. 151.

[7]Robert F. De Haan et al., Educating Gifted Children,(Chicago 1961), p. 167.

if the oceans dried up; What are the many uses of a burnt out light bulb?." With this type of questioning the child grows in his ability to think new things.

The teaching of science to the gifted has unlimited possibilities. "In all of the work however the teacher must remember that precocity is not synonomous with maturity."[8]

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[8]Matilda Bailey, Class Lecture, Slippery Rock State College, June 17, 1964.

SOCIAL STUDIES FOR THE ACADEMICALLY TALENTED

Our country needs leaders of exceptional ability in understanding our own and other societies so that we may retain our uniqueness as a nation, perpetuate the basic structure of our own democratic society and deal wisely with our international neighbors. The social studies which consist of history, political science, economics, geography, sociology, cultural anthropology and social psychology provide the knowledge and training needed by citizens and leaders alike.

> "The aim of the social studies education, in the the widest sense, is training for informed citizenship and community living in a democratic society...gifted youth are in a position to exert special influence in society as leaders or as followers. The social studies should help to prepare them for this role by providing learning opportunities that will tap both their intellectual and their leadership potential."[1]

> "Academically talented students because of keener insights and acute perceptions, should be particularly trained to understand and analyze the values, judgments and attitudes that underlie American society and to recognize and comprehend the attitudes and values of cultures other than their own."[2]

Since 1958, strong emphasis has been placed on science and mathematics. Curriculums have been revised and brought up to date to fit the present day needs of all students and particularly the gifted in these areas. There is a growing trend to do the same in the social studies. Recognition of the importance of the social sciences in a growing complex world has led to thoughtful plans for revising curriculums aimed at up-grading the social studies courses from the elementary grades through twelfth grade. If the situation is as bad in the elementary schools as Mr. Halt so strongly stated

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[1]National Education Association, Social Studies for the Academically Talented, (Washington, 1960), p. 9.

[2]Ibid., p. 10.

when he said, "The hodgepodge of rubbish in the elementary schools is appalling,"[3] then certainly revision is needed and soon.

A program of enrichment and research augmented by pro-per training in necessary skills for the academically talented students while participating in the regular social studies classes seems to be the preference of most educators who are opposed to a class structure of an intellectual elite. They feel that a more normal social adjustment will be made by all pupils through participation with each other, regardless of ability, because this is the life situation. They contend that each pupil will learn from the others both tangibles and intangibles which can be learned in no other way.

Those opposed to the social adjustment theory claim that too few facts are taught and that time is wasted through too much discussion. They urge segregation of the academically talented students in social studies classes because of the intellectual advantage of grouping like minds.[4]

More important, perhaps, is content, methods of instruction, and the quality of teaching so long as the intrinsic needs are met and the values are kept in mind. Classrooms where the climate is one in which the social studies are made exciting, intellectually stimulating, and highly meaningful will provide the learning and training we desire for our future citizens and leaders.

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[3]Charles Halt, Class Lecture, Slippery Rock State College, June, 1964.

[4] Maurice E. Freehill Gifted Children, Their Psychology and Education. (New York, 1961), p. 311 - 312.

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RESOURCE MATERIALS FOR THE ACADEMICALLY TALENTED

The term "resource" carries far reaching implications for educators in today's schools. "Resource" is generally defined as a new or a reserve source of supply or support. Such a definition, while general, provides a good basis for an understanding of the use of resources in education. It quickly becomes apparent that the use of a single text cannot provide the necessary resources in the classroom. Adherence to a solitary text robs both the instructor and the gifted child of an opportunity for broader knowledge. However, it should be noted that manuals for basal texts do provide much resource information for supplemen[illegible]w work and projects.[1]

The use of a variety of textbooks is more apt to provide material which will enrich the gifted child to an ever increasing level of education. In a lecture at Slippery Rock College, Doctor Dice[2] contended that a curriculum cannot be "watered up". A new presentation of edeas must be developed through resources of the community and of resource teachers who can carry on these ideas by a telescoping method.

The use of mobile resouce materials such as film libraries and mobile book libraries is available to any teacher who will take the necessary initiative, and cooperation between the itinerant teacher and the classroom teacher can help to make the use of such resource materials effective.

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[1]Stanley Plavny, Class Lecture, Slippery Rock State College, June 16, 1964.

[2]Kathryn Dice, Class Lecture, Pennsylvania Department of Public Instruction.

According to Cologne[3], audio visual materials plus gifted and superior students plus teacher guidance, equals a formula that produces increased learning motivation and challenge for the very bright child.

Audio visual materials provide for many learning situations that might not occur in other ways. Charts, graphs, maps, science kits, hobbies and collections, flannel boards, movies, filmstrips, gloves, diagrams, posters, microfilsm microcards, T.V., and radio programs, recordings, (tape and disc) drawings, paintings, flat pictures, displays, slides and transparancies, duplicated materials, documents, clippings, newspapers, magazines, reference books, supplementary books, lectures and microsccpes all contribute toward keeping the class motivated and informed.

Mr. Plavny[4] posits that gifted children read widely, therefore, the library and classroom should not be used as a separate teaching tool for these children; they should be used cooperatively. Gifted children should begin to use the library in the early grades. This does not necessarily mean that formal instruction of library skills is recommended at this time. Rather, formal teaching should be given only when the need arises.

Such procedure for orienting children to the use of the library has been successful in programs at the Major Works Classes of Cleveland, and the Colfax Elementary School in Pittsburgh.

According to Batchelor[5], the library is a strategic position to enrich the curriculum and to render unique service to the school. He states further that books are truly the gunpowder of the mind.

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[3]Jeanne Cologne, "A.V. Materials Benefit the Nonsegregated Gifted" Instructor Vol 67 (June, 1958)

[4]Mr. Stanley Plavny, Class Lecture, Slippery Rock State College, June 16, 1964.

[5]L. L. Batchelor, American Library Association Bulletin, February, 1958

Librariand and teachers should know how to use them to fire the imagination of bright young children. Ultimately, a student must be challenged to find, to read, to stimulate, to analyze, to synthesize, to evaluate, and to appreciate.

In a further exploration on the use of resources, Bynum[6] explains that library services and materials, even the very best, are but a mundane framework within which the academically talented can be fired with the ardent zeal which will cause their spirits to soar.

In the final analysis the librarian, the teacher, the parent, or the friend who is aware of the characteristics of the gifted, cognizant of the goals of society, and genuinely interested in the individual and his problems - one of these will strike fire. The truly imaginative teacher can make the library a place of untold riches for the academically talented who can use its resources so well. The challenge is indeed multifold - to society to provide the facilities, to the librarian to stimulate the talented, and to the student to enlarge the horizons of his intellect.

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